



Comprehensive Guide to the Annual Performance Report for Educator Preparation Programs

2017 Version 1.5

The Missouri Standards for the Preparation of Educators (MoSPE) outline the expectations for programs that are preparing educators for certification in Missouri. In order to ensure that programs are meeting these expectations, the Department of Elementary and Secondary Education (DESE) established an Annual Performance Report for Educator Preparation Programs (APR-EPP) to measure the performance of educator preparation programs (EPPs) in valid, accurate and meaningful ways. The APR-EPP is based on the MoSPE performance standards and provides a mechanism by which to review and approve EPPs at the certification program level. Information provided through these reports will assist in recognizing high-performing programs as models of excellence based on a set of indicators. Likewise, the reports will facilitate identification of programs in need of improvement so they can receive appropriate support.

MoSPE represents the work of hundreds of educators from PK-12 through higher education. Numerous refinements and revisions were made before the State Board of Education approved the final changes in November 2012. The new standards will guide Missouri's continuous improvement efforts as we work together to reach our goal of preparing, developing and supporting effective educators. DESE expresses its appreciation to all who contributed to the process.

The Council of Chief State School Officers (CCSSO) sponsored the Network for Transforming Educator Preparation (NTEP). This network supports the efforts of states to improve the quality of teacher candidates. Missouri is involved in the second NTEP cohort. Missouri Transforming Educator Preparation (MoTEP) is the state team that leads these efforts and includes stakeholders from PK-12 schools, professional education associations, educator preparation programs, and DESE. One of MoTEP's work groups has focused on program approval and accreditation. Many of their recommendations have been incorporated in the development of APR Version 1.5 being implemented with the 2017 APR data. MoTEP has also developed a Support and Intervention Plan which can be found in appendix E. MoTEP will continue to work with DESE to refine and implement the plan for continuous improvement.

Just as developing MoSPE relied extensively on collaboration and continuous dialogue with the education community, the development of the APR-EPP also represents the work of many stakeholders. In addition to representatives from each of the EPPs and Associate of Arts in Teaching (AAT) programs, DESE staff consulted with experts from the following organizations:

- American Association of Colleges for Teacher Education (AACTE)
- Center for Great Teachers and Leaders (GTL)
- City University of New York
- Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR)
- Council for the Accreditation of Educator Preparation (CAEP)
- Council of Chief State School Officers (CCSSO)
- Educational Testing Service (ETS)
- Evaluation Systems group of Pearson (NES)
- Florida Department of Education
- Louisiana Board of Regents
- Louisiana State University
- Missouri Transforming Educator Preparation (MoTEP)
- Ohio Board of Regents
- Ohio Department of Education
- Regional Educational Center (REL) Central
- TeachPlus
- University of Central Florida
- Wisconsin Center for Education Research

The Missouri Department of Elementary and Secondary Education values the input from these organizations.

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OVERVIEW OF EDUCATOR PREPARATION PROGRAM (EPP) APPROVAL

The State Board of Education (Board) is charged with the approval of Educator Preparation Programs (EPPs) and their individual certification programs. This approval is based on MoSPE which was approved by the Board in November 2012. There are two types of approval: initial and continuing.

Initial Approval

EPPs that have not been approved by the Board must go through the initial approval process before they are able to recommend preparation program candidates for educator certification in Missouri.

EPPs must provide evidence that they will be able to meet the requirements established by MoSPE. Once such evidence has been provided, the proposed EPP and certification program(s) will receive initial approval from the Board.

The following information and commitments are documented in the application materials submitted to the Board by EPPs seeking initial approval:

- Plans to meet or exceed all six MoSPE standards
- Evidence that valid and reliable assessments, comparable in scope and purpose to those developed under the state plan, will be used to measure the growth and development of candidates
- A listing of the certification programs seeking approval
- An outline of the coursework, competencies and/or experiences designed to prepare educators in each one of the certification areas
- A commitment to host an on-site review that includes opportunities to visit with students, faculty and partners
- Timelines for the approval by the Board, recruitment of students, and the anticipated date of their first program completers

Continuing Accreditation

All certification programs approved by DESE earn continuing accreditation on an annual basis. The APR-EPP will be used to generate data for this purpose. The APR-EPP will be compiled by DESE each year and will consist of performance data measured to determine whether or not an individual certification program continues to meet state standards. The reports will be based on the following three performance standards:

- MoSPE Standard 1 – Academics
- MoSPE Standard 3 – Field and Clinical Experiences
- MoSPE Standard 4 – Candidates

The following categories will be used to accredit certification programs:

- 1. Accredited:** Certification programs that meet all of the standards for the preparation of educators will be accredited and may continue to recommend candidates for certification.
- 2. Provisional Accreditation:** Certification programs will be issued a status of Provisional Accreditation based on points earned on at least two of the seven indicators. If a particular certification program does not meet cell size requirements for generating an accountability determination, the corresponding certification cluster (appendix D) may instead be subject to this classification if the combined performance of the certification programs meets the provisionally accredited status. If possible, a particular certification program within a cluster may be identified for improvement. The Provisional Accreditation classification does not require action by the Board, and the EPP retains the ability to continue to recommend candidates in those certification programs.
- 3. Unaccredited:** DESE makes recommendations to the Board for specific actions. A provisionally accredited program that earns fewer than 70 percent of the points possible in two consecutive years will be reviewed by the Board. If the Board finds that the program is making sufficient progress, it may designate the program as Provisionally Accredited for a one-year period. If the Board determines that the program is not making sufficient progress toward

achieving full Accredited status, it may declare the program Unaccredited. An unaccredited program may not recommend preparation program candidates for certification.

For cases in which small cell size prevents accountability determinations at the level of individual certification programs, data at the certification cluster level on four APR-EPPs out of a five-year period will be used in conjunction with evidence gathered during development and implementation of the program improvement plan to identify and recommend specific certification program(s) for Board action.

SCORING GUIDE FOR THE ANNUAL PERFORMANCE REPORT FOR EDUCATOR PREPARATION PROGRAMS (APR-EPP)

The overall goal of MoSPE is to ensure that all EPPs will produce effective educators. To measure how well programs are performing relative to the standards, DESE produces an Annual Performance Report for each EPP with data from each certification program. In order to retain accreditation, certification programs must meet designated benchmarks for each applicable indicator.

Methodology

Each performance indicator included in the APR-EPP is built from data collected on completers over five academic years. The academic year is standardized across programs and begins with the fall semester. Thus, each academic year includes the fall, winter, spring and summer semesters, consecutively. Therefore, data for 2017 APR 1.5 is collected from September 1, 2016 through August 31, 2017.

Data is provided at the individual certification program level. The list of clusters and the certification programs they comprise is included in appendix D. Reports will be generated by certification program for the purpose of continuous improvement.

Cell Size Considerations for Individual Performance Indicators

Each certification program must have at least 10 program completers, cumulative, over the past five years in order to generate an APR. This method results in pooled averages for each applicable indicator. “Pooling” means that all the data points collected over the five-year period will be accumulated, and a single aggregate will be computed from those data points.

Individual certification program reports will be released securely to EPPs for planning purposes, regardless of cell size. The report will be provided for the purposes of continuous improvement and will not be used as a basis for making accountability decisions if the number of program completers is fewer than 10.

Similar rules are also applied for each accountability indicator. Providers will be held responsible for those indicators meeting cell size requirements. The following list identifies data collected for the indicators in making these determinations:

- **Program Completer** refers to a person who has met all the requirements of a state-approved educator preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program’s requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as criterion for determining who is a program completer. Completers include any student who has completed a program of study to become a teacher, librarian, student services provider (e.g. school counselor), and school leader (e.g. principal).
- **Certification Candidate** refers to an individual who has completed the requirements for a degree program leading to certification and/or a certification-only program, including the passage of the statewide content and performance assessments. The certification candidate must be eligible to be recommended by the educator preparation program for certification.

- **Licensure/Certification Assessment Pass Rate** includes those program completers who took one or more assessments required for certification in the program of study.
- **Reported GPA** includes GPA data collected on program completers that met the GPA requirements for degree completion. Content programs (e.g., Mathematics 9-12 or Chemistry 9-12) and certain professional programs have a GPA reporting requirement. The 2017 APR Version 1.5 will use the cumulative grade point average for Early Childhood Education B-3, Elementary Education 1-6, Mild/Moderate Cross-Categorical Education K-12, and Early Childhood Special Education B-3. A full list of programs with GPA reporting requirements is included in appendix C.
- **Cooperating Teacher (CT)** Missouri Educator Evaluation System (MEES) Rating
- **Program Supervisor (PS)** Missouri Educator Evaluation System (MEES) Rating
- **Missouri Performance Assessments for Teachers Librarians, School Counselors, and School Leaders**
- **First-Year Teachers', First-Year School Counselors' and First-Year Principals' Self-Reported Overall Preparation** includes the number of survey respondents recorded either during the year of completion or subsequent to the year of completion. This is the initial year for the First-Year School Counselors' Survey. The results are reported and not included in the overall accountability determination.
- **Principals' and/or Supervisors' Perceptions of First-Year Teachers', First-Year School Counselors' and First-Year Principals' Overall Preparation** includes the number of questionnaires submitted by principals and/or supervisors of first-year teachers, first-year school counselors and first-year principals tied to a certificated individual that were recorded either during the first year of completion or subsequent to the year of completion. This is the initial year for the First-Year School Counselors' Survey. The results are reported and not included in the overall accountability determination.

In each of these cases, accountability requires 10 program completers over a five-year period.

Survey Participation Rate

Participation rates are calculated for indicators derived from first-year teacher, first-year school counselor and first-year principal survey data. In order for a certification program within an EPP to be held accountable for these indicators, a participation rate of 40 percent or greater is necessary.

The participation rate for the First-Year Teachers', First-Year School Counselors' and First-Year Principals' Self-Reported Overall Preparation indicator is calculated as $\frac{x}{y}$, where

x = number of certificated first-year teachers, school counselors and principals in survey sampling frame who respond to questionnaire; and

y = number of certificated first-year teachers, school counselors and principals in survey sampling frame.

Similarly, the participation rate for the Principals' and/or Supervisors' Perceptions of First-Year Teachers', First-Year Counselors' and First-Year Principals' Overall Preparation indicator is calculated as $\frac{x}{y}$, where

x = number of principal and/or supervisor responses corresponding to individuals who are at the end of their first year of teaching, counseling and/or leading in a Missouri public school and are in the survey sampling frame; and

y = number of individuals in survey sampling frame.

The **sampling frame** is the group of first-year teachers, school counselors and principals in Missouri public schools who were identified by DESE to be included in a particular administration of the *First-Year Survey*. For the purposes of the APR-EPP, the potential respondents from the 2012-13 through 2016-17 administrations of the survey are included in the sampling frame.

Accreditation Designations

Accreditation Designation	Percentage of Points Earned
Accredited	70% to 100%
Provisionally Accredited	60% to 69.9%
Unaccredited	≤ 59.9%

Accreditation Designation for individual certification programs are determined by points assigned to each of the seven quality indicators included in the 2017 APR:

- 1.1 – Certification Assessment Pass Rate – 20 Points
- 1.2 – Reported GPA – 20 Points
- 3.1a – Missouri Educator Evaluation System – Rating from Cooperating Teacher (CT) – 10 Points
- 3.1b – Missouri Educator Evaluation System – Rating from Program Supervisor (PS) – 10 Points
- 3.2 – Missouri Performance Assessment Pass Rate – 20 Points
- 4.1 – First-Year Survey – Evaluation of Program by First-Year Response – 10 Points
- 4.2 – First-Year Survey – Evaluation of Program by Supervisor – 10 Points
- Total Number of Points Possible – 100

A certification program must have sufficient data for analysis of a minimum of two of the seven quality indicators to earn an Accreditation Designation. The points possible will be determined by the number of quality indicators. The points earned are divided by the points possible to determine a percentage of points possible. The table above identifies the percentage of points earned and the assigned Accreditation Designation.

CALCULATING THE ANNUAL PERFORMANCE REPORT FOR EDUCATOR PREPARATION PROGRAMS (APR-EPP)

The following pages explain how each of the indicators will be calculated. DESE works with a contracted vendor to collect data for the certification assessments, performance assessments and surveys. All performance data are reported to the nearest tenth.

Overview of Calculations

The APR-EPP includes supporting data for each indicator. The chart below defines the numerator and denominator referenced in this section of the reports. Note that this information is specific to the official iteration of the APR-EPP 2017 APR 1.5.

Indicator	Calculation		Completer Cohorts Used
1.1 Certification Assessment Pass Rate	# program completers passing exit assessment in two attempts defines the numerator	# program completers taking the assessment(s) defines the denominator	2013, 2014, 2015, 2016, 2017
1.2 Reported GPA	Based on the unique Social Security Number (SSN) of 10 or more and the average GPA for each certification program and EPP calculated yearly and for the sum of five years.		2013, 2014, 2015, 2016, 2017
3.1a & b Program Completers' performance during student teaching using the Missouri Educator Evaluation System	Based on a multi-year average score of all program completers from their cooperating teacher and program supervisor.		2016, 2017

3.2 Program Completers' performance on the Missouri Performance Assessments for Teachers, School Counselors, Librarians and School Leaders	# program completers who passed the Missouri Performance Assessments in the semester of their initial attempt defines the numerator	# program completers taking the Missouri Performance Assessments for Teachers, School Counselors, Librarians and School Leaders defines the denominator	School Leaders – 2016, 2017 Teachers – 2017 School Counselors – 2017 Librarians – 2017
4.1 First-Year Survey – Evaluation of Program by First-Year Response	# certificated individuals who, at the end of their first year of teaching, counseling, or leading in a Missouri public school, indicate “adequate” or better preparation defines the numerator	# certificated individuals in survey sampling frame who responded to questionnaire defines the denominator	Teachers & Principals – 2013, 2014, 2015, 2016, 2017 School Counselors – 2017
4.2 First-Year Survey – Evaluation of Program by Supervisor	# principal or supervisor responses corresponding to certificated individuals who are at the end of their first year of teaching, counseling or leading in a Missouri public school, indicating the teacher, School Counselor or principal has “adequate” or better preparation defines the numerator	# principal or supervisor responses corresponding to certificated individuals who are at the end of their first year of teaching, counseling or leading in a Missouri public school and are in the survey sampling frame defines the denominator	Teachers & Principals – 2013, 2014, 2015, 2016, 2017 School Counselors – 2017
4.3 First-Year Survey – Evaluation of First-Year Educator by Supervisor	# principal or supervisor responses corresponding to certificated individuals who are at the end of their first year of teaching or leading in a Missouri public school, indicating the teachers' or leaders' effectiveness in comparison to their performance-based evaluation defines the numerator	# principal or supervisor responses corresponding to certificated individuals who are at the end of their first year of teaching or leading in a Missouri public school and are in the survey sampling frame defines the denominator	Teachers & Principals – 2016, 2017

Program Standard 1.1 – Academics: Candidates demonstrate knowledge and application of general education, content knowledge and pedagogy

Indicator	Certification Assessment Pass Rate																								
Definition	<p>The percentage of program completers who take and pass a PRAXIS II and/or Missouri Content Assessments (on or before the second attempt) that, at the time of testing, were among the assessments required for certification. For example, an Elementary Education Grades 1-6 completer would be included in the pass rate calculation if having taken the PRAXIS II Assessment Elementary Education: Curriculum, Instruction, and Assessment prior to September 2014 or the new Missouri Multi-Content Assessments in English/Language Arts, Mathematics, Science and Social Studies. A passing score on these assessments is required for an Elementary Education 1-6 certificate.</p>																								
Business Logic	<p>Pass Rate: (per certification program)</p> <ol style="list-style-type: none"> 1. The N size for the 2017 APR year will be 10 or more. 2. Numerator consists of test takers who meet the following requirements for Pass Rate and will count as 1 for each individual: <ol style="list-style-type: none"> a. Test takers must pass within two attempts of taking the test, within two years from their completion date (submitted in MOSIS submission) from September 1 to the completion year. b. The test must match the subject area grade level that was reported by EPPs in MOSIS submission. <ol style="list-style-type: none"> i. For the 2015 year, the following tests were excluded from the eligible test codes: 12, 13, 14, 16, 18, 23, 24, 32, 33, 34, and 35. (See Notes on p. 10) 3. Denominator consists of test takers who meet the following requirements for Pass Rate and will count as 1 for each individual: <ol style="list-style-type: none"> a. This includes test takers who took the test within two years from their completion date (submitted in MOSIS submission) from September 1 to the completion year. b. The test must match the subject area that was reported by the EPPs in MOSIS submission. <ol style="list-style-type: none"> i. For the 2015 year, the following tests were excluded from the eligible test codes: 12, 13, 14, 16, 18, 23, 24, 32, 33, 34, and 35. (See Notes on p. 10) ii. These tests are included in the calculations for 2016 and 2017 APR Version 1.5. 4. Programs will receive points based on the percentage – numerator divided by the denominator. <table border="1" data-bbox="565 1438 1281 1932"> <thead> <tr> <th>5 Yr Average Status Percentage</th><th>Points Earned</th></tr> </thead> <tbody> <tr><td>95%-100%</td><td>20</td></tr> <tr><td>90%-94.9%</td><td>18</td></tr> <tr><td>85%-89.9%</td><td>16</td></tr> <tr><td>80%-84.9%</td><td>14</td></tr> <tr><td>75%-79.9%</td><td>12</td></tr> <tr><td>70%-74.9%</td><td>10</td></tr> <tr><td>65%-69.9%</td><td>8</td></tr> <tr><td>60%-64.9%</td><td>6</td></tr> <tr><td>55%-59.9%</td><td>4</td></tr> <tr><td>50%-54.9%</td><td>2</td></tr> <tr><td><50%</td><td>0</td></tr> </tbody> </table>	5 Yr Average Status Percentage	Points Earned	95%-100%	20	90%-94.9%	18	85%-89.9%	16	80%-84.9%	14	75%-79.9%	12	70%-74.9%	10	65%-69.9%	8	60%-64.9%	6	55%-59.9%	4	50%-54.9%	2	<50%	0
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Sources of Data	<p>MOSIS Educator Preparation program completer records</p> <p>PRAXIS II and/or Missouri Content Assessment records</p> <p>Assessment exam subject area crosswalk</p> <p>Subject area to cluster crosswalk</p>
Years of Data	Five years
Population(s)	All program completers who take a certification assessment in the area or areas for which they were prepared, where certification requires such an assessment (listed below in Program Types).
Methodological Considerations	The Missouri Content Assessments began in fall 2014. Several certification programs require passage of a series of multi-content assessments. These multi-content assessments will be counted in total as one assessment. Program completers must have passed the series on or before the second attempt to be counted and determined to have passed or failed within the APR Reporting Year.
Program Types	<p>All, except for the following certification programs which do not have exit assessments:</p> <ul style="list-style-type: none"> • English for Speakers of Other Languages K-12 • Gifted Education K-12 • School Psychological Examiner K-12 • Special Reading K-12
Notes	<p>The Praxis II transitioned to the Missouri Content Assessments series in September 2014. The Missouri Content Assessments include multi-content assessments for the following areas:</p> <ul style="list-style-type: none"> • Elementary Education (four Assessments) • Mild-Moderate Cross-Categorical Special Education (one Content and four Multi-Content Assessments) • Social Science (six Assessments) • Unified Sciences (one Full Content and three Multi-Content Assessments) <p>Seven of the Missouri Content Assessments were revised following the first year of testing (September 2, 2014 to August 30, 2015). The number of questions was reduced and the testing times were extended. The following Missouri Content Assessments were revised:</p> <ul style="list-style-type: none"> • Middle School Education – Mathematics (Test Code 012) • Middle School Education – Science (Test Code 013) • Middle School Education – Social Science (Test Code 014) • Secondary Education – Biology (Test Code 016) • Secondary Education – Chemistry (Test Code 018) • Secondary Education – Mathematics (Test Code 023) • Secondary Education – Physics (Test Code 024) <p>The results for the seven assessments listed above are not included in the 2015 APR-EPP. The results will be reported in an addendum for the purposes of program improvement only. The decision to not include these results also affects the reporting by clusters and certification programs.</p> <p>The results for the seven revised assessments previously listed will be included in the 2016 and 2017 APR Version 1.5 and subsequent APRs.</p>

Program Standard 1.2 – Academics: Candidates demonstrate knowledge and application of general education, content knowledge and pedagogy

Indicator	Reported GPA																
Definition	The reported GPA of program completers. The GPA being reported for the 2017 APR Version 1.5 includes cumulative average GPA for Early Childhood Education, Elementary Education, Early Childhood Special Education, and Mild/Moderate Cross-Categorical.																
Business Logic	<p>Based on an N size of 10 or more. Certification programs will receive points as noted below based on the average GPA for the certification program for the sum of five years.</p> <table> <tr> <th>GPA 5 Yr Average</th><th>Points Earned</th></tr> <tr> <td>3.60 +</td><td>20</td></tr> <tr> <td>3.40-3.59</td><td>18</td></tr> <tr> <td>3.20-3.39</td><td>16</td></tr> <tr> <td>3.00-3.19</td><td>14</td></tr> <tr> <td>2.80-2.99</td><td>12</td></tr> <tr> <td>2.60-2.79</td><td>10</td></tr> <tr> <td><2.60</td><td>0</td></tr> </table>	GPA 5 Yr Average	Points Earned	3.60 +	20	3.40-3.59	18	3.20-3.39	16	3.00-3.19	14	2.80-2.99	12	2.60-2.79	10	<2.60	0
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Sources of Data	MOSIS Educator Preparation program completer records																
Years of Data	Five years																
Population(s)	All Administration, Early Childhood Education, Elementary Education, Grades K-12, Middle School Education, Secondary Education, Special Education, Specialists, and Student Services program completers.																
Methodological Considerations	This indicator uses GPA data provided in MOSIS Educator Preparation program completer records for the most recent five academic years available to DESE.																
Program Types	Information is included in appendix C.																

Program Standard 3.1 – Field & Clinical Experiences: Missouri Educator Evaluation System

Indicator	Program Completers' performance during student teaching using the Missouri Educator Evaluation System																																	
Business Logic	<p>The MOSIS collection includes the following items for Cooperating Teacher (CT), Program Supervisor (PS), and Building Principal (BP):</p> <ul style="list-style-type: none">1.2 Student engagement in subject matter The <u>baseline teacher candidate</u> demonstrates content knowledge and ability to use multiple subject-specific methodologies for specific instructional purposes to engage students.2.4 Differentiated lesson design The <u>baseline teacher candidate</u> recognizes diversity and the impact it has on education.5.1 Classroom management techniques The <u>baseline teacher candidate</u> knows how classroom management, motivation and engagement relate to one another and has knowledge of strategies and techniques for using this to promote student interest and learning.7.2 Assessment data to improve learning The <u>baseline teacher candidate</u> has knowledge of how data can be accessed, analyzed, and appropriately used to design instruction and improve learning activities. <table><tr><th colspan="5">Calculation</th></tr><tr><th>Step</th><th>Description</th><th>Step</th><th>Description</th><th></th></tr><tr><td rowspan="2">CT1</td><td>**SUM the scores of CT1.2, CT2.4, CT5.1, CT7.2 for each program completer for each certification program.</td><td rowspan="2">PS1</td><td>**SUM the scores of PS1.2, PS2.4, PS5.1, PS7.2 for each candidate for each program completer for each certification program.</td><td rowspan="6">BUILDING PRINCIPAL NOT USED IN CALCULATION</td></tr><tr><td>**Remove program completers if they have an N/A in any of the indicators.</td><td>**Remove program completers if they have an N/A in any of the indicators.</td></tr><tr><td>CT2</td><td>To find the average for each certification program for each EPP - take the subtotal of CT1 and divide by the number of program completers for each certification program.</td><td>PS2</td><td>To find the average for each certification program for each EPP - take the subtotal of PS1 and divide by the number of program completers for each certification program.</td></tr><tr><td>CT3</td><td>The EPP will earn the points based on the average in CT2 – see updated scoring guide.</td><td>PS3</td><td>The EPP will earn the points based on the average in PS2 – see updated scoring guide.</td></tr><tr><td colspan="4"></td></tr><tr><td colspan="4"></td></tr></table>	Calculation					Step	Description	Step	Description		CT1	**SUM the scores of CT1.2, CT2.4, CT5.1, CT7.2 for each program completer for each certification program.	PS1	**SUM the scores of PS1.2, PS2.4, PS5.1, PS7.2 for each candidate for each program completer for each certification program.	BUILDING PRINCIPAL NOT USED IN CALCULATION	**Remove program completers if they have an N/A in any of the indicators.	**Remove program completers if they have an N/A in any of the indicators.	CT2	To find the average for each certification program for each EPP - take the subtotal of CT1 and divide by the number of program completers for each certification program.	PS2	To find the average for each certification program for each EPP - take the subtotal of PS1 and divide by the number of program completers for each certification program.	CT3	The EPP will earn the points based on the average in CT2 – see updated scoring guide.	PS3	The EPP will earn the points based on the average in PS2 – see updated scoring guide.								
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		Multi Yr Average Score	Points Earned
		≥ 11.00	10
		10.00 to 10.99	9
		9.00 to 9.99	8
		8.00 to 8.99	7
		7.00 to 7.99	6
		6.00 to 6.99	5
		5.00 to 5.99	4
		4.00 to 4.99	3
		0 to 3.99	0
Sources of Data	MOSIS Educator Preparation program completer records Evaluation results from Cooperating Teachers (CT) Evaluation results from Program Supervisors (PS)		
Years of Data	Two years; 2016 and 2017		
Population(s)	Program Completers teaching in Missouri public schools		
Program Types	Teacher programs (traditional and non-traditional)		

Program Standard 3.2 – Field & Clinical Experiences: Missouri Performance Assessments

Indicator	Program Completer’s performance on the Missouri Performance Assessments																																				
Definition	The percentage of Program Completers passing each of the Missouri Performance Assessments.																																				
Business Logic	Data Sets Used – This is a collection of performance assessments. These scores are reported to DESE by Educational Testing Service. The performance assessments are as follows:																																				
	<table><tr><th rowspan="2">Performance Assessments</th><th rowspan="2">Test Code</th><th rowspan="2">Passing Score</th><th colspan="2">Applicable to</th></tr><tr><th>2016 APR</th><th>2017 APR</th></tr><tr><td>Missouri Pre-Service Teacher Assessment – (video) (MoPTA-V)</td><td>0251</td><td>37</td><td>No</td><td>Yes</td></tr><tr><td>Missouri Pre-Service Teacher Assessment – (non-video) (MoPTA-NV)</td><td>0255</td><td>37</td><td>No</td><td>Yes</td></tr><tr><td>Missouri School Counselor Performance Assessment (MoSCPA)</td><td>0254</td><td>38</td><td>No</td><td>Yes</td></tr><tr><td>Missouri Librarian Performance Assessment (MoLPA)</td><td>0253</td><td>45</td><td>No</td><td>Yes</td></tr><tr><td>Missouri School Leader Performance Assessment (MoSLPA)</td><td>0252</td><td>41</td><td>Yes</td><td>Yes</td></tr></table>					Performance Assessments	Test Code	Passing Score	Applicable to		2016 APR	2017 APR	Missouri Pre-Service Teacher Assessment – (video) (MoPTA-V)	0251	37	No	Yes	Missouri Pre-Service Teacher Assessment – (non-video) (MoPTA-NV)	0255	37	No	Yes	Missouri School Counselor Performance Assessment (MoSCPA)	0254	38	No	Yes	Missouri Librarian Performance Assessment (MoLPA)	0253	45	No	Yes	Missouri School Leader Performance Assessment (MoSLPA)	0252	41	Yes	Yes
	Performance Assessments	Test Code	Passing Score	Applicable to																																	
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Sources of Data	MOSIS Educator Preparation program completer records Results from the Missouri Performance Assessments																																				
Years of Data	MoSLPA two years; 2016 and 2017, MoPTA-V, MoPTA-NV, MoSCPA and MoLPA one year; 2017																																				
Population(s)	Students working towards teaching, counseling, providing librarianship and leading in Missouri public schools.																																				
Methodological Considerations	The Missouri Performance Assessments began in the fall of 2014. The above list of performance assessments reflects five test codes. For the 2016 APR Version 1.5, the results of the Missouri School Leaders Performance Assessment (MoSLPA) were used. Program completers must have passed the MoSLPA on the first attempt (including resubmission) to be counted and must have passed or failed within the 2016 APR Reporting Year. The 2017 APR Version 1.5 includes the results of all of the Missouri Performance Assessments.																																				
Program Types	Teacher, School Counselor, Librarian and School Leadership programs are included. (traditional and non- traditional)																																				

Program Standard 4.1 – Candidates: A diverse pool of candidates who demonstrate potential for effectiveness as educators are recruited, admitted, developed and retained by educator preparation programs

Indicator	First Year Survey – Evaluation of Program by First Year Response																		
Definition	The First-Year Teacher, School Counselor and Principal Survey captures self-assessment of preparedness. This indicator focuses on the self-response of teachers, school counselors and principals. Responses to this item are on a 5-point Likert scale (1=low, 5=high), where a 3 indicates “fair” preparation.																		
Business Logic	<p>DESE contracts with the Office of Social and Economic Data Analysis (OSED) to gather the First-Year Teacher, School Counselor and Principal Survey responses. The numerator is based on the certificated individuals who receive a score of 2 or more. The denominator is based on all surveys received for each certification program. There is also a sampling frame from OSED which assists in providing the participation rate.</p> <table border="1"> <thead> <tr> <th>5 Yr Average Percentage</th><th>Points Earned</th></tr> </thead> <tbody> <tr> <td>90%-100%</td><td>10</td></tr> <tr> <td>85%-89.9%</td><td>9</td></tr> <tr> <td>80%-84.9%</td><td>8</td></tr> <tr> <td>75%-79.9%</td><td>7</td></tr> <tr> <td>70%-74.9%</td><td>6</td></tr> <tr> <td>65%-69.9%</td><td>5</td></tr> <tr> <td>60%-64.9%</td><td>4</td></tr> <tr> <td>≤ 59.9%</td><td>0</td></tr> </tbody> </table>	5 Yr Average Percentage	Points Earned	90%-100%	10	85%-89.9%	9	80%-84.9%	8	75%-79.9%	7	70%-74.9%	6	65%-69.9%	5	60%-64.9%	4	≤ 59.9%	0
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70%-74.9%	6																		
65%-69.9%	5																		
60%-64.9%	4																		
≤ 59.9%	0																		
Sources of Data	<p>MOSIS Educator Preparation program completer records</p> <p>Certificated Individuals</p> <p>First-Year teacher survey response from the first-year teacher</p> <p>First-Year school counselor response from the first-year school counselor</p> <p>First-Year principal survey response from the first-year principal</p>																		
Years of Data	Five years for First-Year Teachers & Principals; Initial reporting year for School Counselors																		
Population(s)	First-Year teachers, school counselors and/or school leaders in Missouri public schools																		
Methodological Considerations	<p>Programs will be held accountable for this indicator only if the survey response rate is at least 40 percent, based on the number of certificated individuals employed as first-year teachers, school counselors and principals since the date of completion. The APR will note the calculated response rate. A survey for teachers and principals was used in spring 2015. The survey for school counselors was used initially in spring 2017. The intent of the question is used to evaluate the educator preparation program based on the overall rating of the certificated individual. The responses are (1) Very Poor, (2) Poor, (3) Fair, (4) Good, or (5) Very Good.</p>																		
Program Types	Teacher, school counselor and school leader programs (traditional and non-traditional)																		
Notes	<p>First-Year teachers, school counselors and principals are identified using educator human resource records (MOSIS October Educator Core and MOSIS October Educator School), and DESE subsequently invites them to participate in the survey.</p> <p>Participation is voluntary and results are anonymous.</p>																		

Program Standard 4.2 – Candidates: A diverse pool of candidates who demonstrate potential for effectiveness as educators are recruited, admitted, developed and retained by educator preparation programs

Indicator	First Year Survey – Evaluation of Program by Supervisor																		
Definition	The First-Year Teacher, School Counselor and Principal Survey captures principals’/supervisors’ assessment of their preparedness. This indicator focuses on the response of the principals/supervisors of teachers, school counselors and principals. Responses to this item are on a 5-point Likert scale (1=low, 5=high), where a 3 indicates “fair” preparation.																		
Business Logic	<p>DESE contracts with OSEDA to gather the First-Year Teacher, School Counselor and Principal Survey responses. The numerator is based on the certificated individuals who receive a score of 2 or more. The denominator is based on all surveys received for each certification program. There is also a sampling frame from OSEDA which assists in providing the participation rate.</p> <table border="1"> <thead> <tr> <th>5 Yr Average Percentage</th><th>Points Earned</th></tr> </thead> <tbody> <tr> <td>90%-100%</td><td>10</td></tr> <tr> <td>85%-89.9%</td><td>9</td></tr> <tr> <td>80%-84.9%</td><td>8</td></tr> <tr> <td>75%-79.9%</td><td>7</td></tr> <tr> <td>70%-74.9%</td><td>6</td></tr> <tr> <td>65%-69.9%</td><td>5</td></tr> <tr> <td>60%-64.9%</td><td>4</td></tr> <tr> <td>≤ 59.9%</td><td>0</td></tr> </tbody> </table>	5 Yr Average Percentage	Points Earned	90%-100%	10	85%-89.9%	9	80%-84.9%	8	75%-79.9%	7	70%-74.9%	6	65%-69.9%	5	60%-64.9%	4	≤ 59.9%	0
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65%-69.9%	5																		
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≤ 59.9%	0																		
Sources of Data	<p>MOSIS Educator Preparation program completer records Certificated Individuals First-Year teacher survey – response from the teacher’s principal First-Year school counselor – response from the school counselor’s supervisor First-Year principal survey – response from the principal’s supervisor</p>																		
Years of Data	Five years for First-Year Teachers and Principals; Initial reporting year for School Counselors																		
Population(s)	Principal and/or Supervisor responses of First-Year Teachers, Counselors and/or Principals in Missouri public schools																		
Methodological Considerations	Programs will be held accountable for this indicator only if the survey response rate is at least 40 percent, based on the principal and/or supervisor responses of First-Year Teachers, Counselors and/or Principals. The APR will note the calculated response rate. A survey for teachers and principals was used in spring 2015. The survey for school counselors was used initially in spring 2017. The intent of the question is used to evaluate the educator preparation program based on the overall rating of the evaluating principal or supervisor. The responses are (1) Very Poor, (2) Poor, (3) Fair, (4) Good, or (5) Very Good.																		
Program Types	Teacher, school counselor and school leader programs (traditional and non-traditional)																		
Notes	<p>First-year teachers, counselors and principals are identified using educator human resource records (MOSIS October Educator Core and MOSIS October Educator School), and DESE subsequently invites them to participate in the survey. When there are several teachers in one building, principals are asked to evaluate a subset of first-year teachers, chosen at random, when several are available to be assessed.</p> <p>Participation is voluntary and results are anonymous.</p>																		

Program Standard 4.3 – Candidates: A diverse pool of candidates who demonstrate potential for effectiveness as educators are recruited, admitted, developed and retained by educator preparation programs

Possible Indicator	First Year Survey – Evaluation of First Year Educator by Supervisor
Definition	The First-Year Teacher and Principal Survey capture the principals’ or supervisors’ assessment of the preparedness of first-year teachers and principals. This indicator focuses on the principals’/supervisors’ responses. Responses to this item are on a 4-point Likert scale (1=low, 4=high), where a 3 indicates “effective” preparation. Only survey respondents are included in the calculated percentage.
Business Logic	DESE contracts with OSEDA to gather the principals’ or supervisors’ assessment of the preparedness of first-year teachers and principals. The numerator is based on the certificated individuals who receive a score of 3 or more. The denominator is based on all surveys received for each certification program. There is also a sampling frame from OSEDA which assists in providing the participation rate. The responses are (1) Ineffective, (2) Minimally Effective, (3) Effective, or (4) Highly Effective.
Sources of Data	MOSIS Educator Preparation program completer records Certificated Individuals First-Year teacher and principal survey response
Years of Data	Two years
Population(s)	Principal and/or Supervisor responses of First-Year Teachers and Principals in Missouri public schools
Methodological Considerations	Programs may view this indicator based on the number of certificated individuals employed as first-year teachers and school leaders since the date of completion. The APR will note the calculated response rate. A survey was used in spring 2015. The intent of the question is used to evaluate the effectiveness of the first-year teacher and principal. The responses are (1) Ineffective, (2) Minimally Effective, (3) Effective, or (4)
Program Types	Teacher and school leader programs (traditional and non-traditional)
Notes	First-year teachers and principals are identified using educator human resources records (MOSIS October Educator Core and MOSIS October Educator School). Principals and/or supervisors are asked to evaluate the effectiveness of first-year teachers and principals. Participation is voluntary and results are anonymous. The results are used for reporting purposes and no points are awarded.

Appendix A: Data Sources and Collection Schedule

* = years of data available

() = revision to existing indicators resulting in “draft” data for the indicated years

Data utilized in the APR-EPP include the following:

- Praxis II and Missouri Content Assessment records include the scale scores from each attempt made by Missouri examinees. Data are used to determine whether a candidate for certification has passed the required Praxis II and/or Missouri Content Assessment.
 - Received from Education Testing Services and Evaluation Systems group of Pearson
 - Used in MoSPE Standard 1: Licensure Assessment Pass Rate Indicator
- MOSIS Educator Preparation program completer records are reported by Missouri EPPs. Records include students’ program information (subject area and grade level) as well as GPA (where applicable).
- Teacher, School Counselor and Principal Surveys are completed each year in the spring by first-year teachers, school counselors and principals in Missouri public schools. These surveys assess preparation to teach, counsel and lead. Surveys are also completed by principals/supervisors regarding first-year teachers’ and principals’ preparation and effectiveness.

Teacher Programs	Version 1.0			Version 1.5		Version 2.0		
Data Points – Collection Schedule For Annual Reports	Fall 2013/ Spring 2014	Fall 2014/ Spring 2015	Fall 2015/ Spring 2016	Fall 2016/ Spring 2017	Fall 2017/ Spring 2018	Fall 2018/ Spring 2019	Fall 2019/ Spring 2020	Fall 2020/ Spring 2021
Academic Year (Sept. 1-Aug. 31)	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Praxis	*****	*****	*****	***	**	*		
Missouri Content Assessments		START	*	**	***	****	*****	*****
Content GPA	*****	*****	*****	*****	*****	*****	*****	*****
Missouri Performance Assessment			START	*	**	***	****	*****
Missouri Educator Evaluation System (MEES Data – CT, PS, BP)		START	NA	*	**	***	****	*****
First-Year Teacher Self-Response and Survey of First- Year Teacher Preparedness by Principal	*****	*****	(*****)	(*****)	*****	*****	*****	*****
First-Year Teacher Effectiveness by Principal			START	*	**	***	****	*****

School Leader Programs	Version 1.0			Version 1.5		Version 2.0		
Data Points – Collection Schedule For Annual Reports	Fall 2013/ Spring 2014	Fall 2014/ Spring 2015	Fall 2015/ Spring 2016	Fall 2016/ Spring 2017	Fall 2017/ Spring 2018	Fall 2018/ Spring 2019	Fall 2019/ Spring 2020	Fall 2020/ Spring 2021
Academic Year (Sept. 1-Aug. 31)	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Program GPA	*****	*****	*****	*****	*****	*****	*****	*****
Praxis	*****	*****	****	***	**	*		
Missouri Content Assessments		START	*	**	***	****	*****	*****
Missouri Performance Assessments		START	*	**	***	****	*****	*****
First-Year Principal/ Supervisor Survey	*****	*****	*****	*****	*****	*****	*****	*****

School Counselor Programs	Version 1.0			Version 1.5		Version 2.0		
Data Points – Collection Schedule For Annual Reports	Fall 2013/ Spring 2014	Fall 2014/ Spring 2015	Fall 2015/ Spring 2016	Fall 2016/ Spring 2017	Fall 2017/ Spring 2018	Fall 2018/ Spring 2019	Fall 2019/ Spring 2020	Fall 2020/ Spring 2021
Academic Year (Sept. 1-Aug.	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Program GPA	*****	*****	*****	*****	*****	*****	*****	*****
Praxis	*****	*****	****	***	**	*		
Missouri Content		START	*	**	***	****	*****	*****
Missouri Performance			START	*	**	***	****	*****
Missouri Educator Evaluation							START	*
First-Year School Counselor/ Supervisor Survey					START	*	**	***

Librarian Programs	Version 1.0			Version 1.5		Version 2.0		
Data Points – Collection Schedule For Annual Reports	Fall 2013/ Spring 2014	Fall 2014/ Spring 2015	Fall 2015/ Spring 2016	Fall 2016/ Spring 2017	Fall 2017/ Spring 2018	Fall 2018/ Spring 2019	Fall 2019/ Spring 2020	Fall 2020/ Spring 2021
Academic Year (Sept. 1-Aug. 31)	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Content GPA	*****	*****	*****	*****	*****	*****	*****	*****
Praxis	*****	*****	****	***	**	*		
Missouri Content Assessment		START	*	**	***	****	*****	*****
Missouri Performance Assessment			START	*	**	***	****	*****
Missouri Educator Evaluation System					START	*	**	***

Appendix B: Appeals Process for APR-EPP Version 1.5 Release

An appeal is the formal procedure for requesting that a specific standard and indicator be revisited, recalculated, rescored or otherwise altered. This memorandum provides guidance on the APR-EPP appeal process.

EPPs will be notified annually of the beginning and end dates of any data review periods in a memorandum addressed to the Dean or Unit Leader. DESE has established a formal appeals form which will be required to submit any standard and indicator that is being appealed for your program completer.

Assessment Appeals

EPPs may appeal students' exit assessment scores if the EPP believes that DESE does not have accurate data. The first two attempts are used to generate the pass rate indicator for Standard 1. EPPs may present documentation that shows the percent of program completers passing the state-approved certification assessment within two attempts. DESE's appeals form will need to be signed by the Dean or Unit Leader and accompanied with documentation to support the appeal.

If an EPP believes a program completer's certification assessment was scored incorrectly, it is necessary that the policies set by Educational Testing Service and/or Evaluation Systems group of Pearson are followed in order to have the assessment rescored. It is necessary to request rescoring early enough that the new results will be received by DESE in time to be reflected in the APR. The test taker must initiate the request for the rescoring and include the cost of the rescoring.

General Appeals

EPPs have the right to appeal any numeric data included in the APR. Concerns that are unrelated to the assessment appeals procedure noted above will be handled on a case-by-case basis. General appeals must be submitted on DESE's appeals form and be accompanied with documentation to support the appeal.

The timeframe for appeals is between December 4, 2017 and January 5, 2018. Approved appeals will be reflected once the final APR is made available according to the APR 2017 Calendar.

Once an APR-EPP is made final, data included in that APR-EPP may not be appealed. Corrections made to prior data will not affect an APR-EPP report that has already reached the final status. These changes will be made in subsequent years that are affected by the appeal.

Appeals Form

A formal appeals form has been established to capture the following information regarding the appeal:

- Student Name
- Date of Birth
- Last Five Digits of the Social Security Number
- Certification Program
- Performance Indicator
- Completer Year
- Exam Date if Applicable
- Exam Score if Applicable
- Supporting Documentation or Additional Notation is Attached
- Comments for the Reason of the Appeal
- Signed by the Dean or Unit Leader

Notification of Appeal Status

All requests for appeals must be received by the date specified in the APR 2017 Calendar in order to be considered. Notification of approval or denial of appeals, addressed to the Dean or Unit Leader, will be postmarked on or before the date specified in the APR 2017 Calendar.

Appendix C: GPA Reporting Requirements by Certification Program

CONTENT GPA is the GPA for approved courses that are listed on file with DESE to meet the content for certification requirements. For example, Mathematics 9-12 certification requires specific courses in mathematics. An approved program should have a list of approved courses on file with DESE. The GPA for these content courses is what is meant by “Content Area GPA.” GPA is provided on a 4.00 scale (two decimal points).

B-12 FAMILY AND CONSUMER SCIENCES

K-12 ART

K-12 DANCE

K-12 FRENCH

K-12 GERMAN

K-12 HEALTH

K-12 HEBREW

K-12 ITALIAN

K-12 JAPANESE

K-12 LATIN

K-12 LIBRARY MEDIA SPECIALIST

K-12 MUSIC - INSTRUMENTAL

K-12 MUSIC - VOCAL

K-12 PHYSICAL EDUCATION

K-12 RUSSIAN

K-12 SPANISH

5-9 AGRICULTURAL EDUCATION

5-9 BUSINESS EDUCATION

5-9 GENERAL SCIENCE

5-9 LANGUAGE ARTS

5-9 MATHEMATICS

5-9 SOCIAL SCIENCE

5-9 SPEECH AND THEATRE

5-9 TECHNOLOGY AND ENGINEERING

5-9 BUSINESS EDUCATION

9-12 AGRICULTURAL EDUCATION

9-12 ART

9-12 BIOLOGY

9-12 BUSINESS EDUCATION COOPERATIVE

9-12 BUSINESS EDUCATION

9-12 CHEMISTRY

9-12 COOPERATIVE EDUCATION

9-12 EARTH SCIENCE

9-12 ENGLISH

9-12 GENERAL SCIENCE

9-12 HEALTH

9-12 INDUSTRIAL TECHNOLOGY

9-12 JOURNALISM

9-12 MARKETING
9-12 MATHEMATICS
9-12 PHYSICAL EDUCATION
9-12 PHYSICS
9-12 SOCIAL SCIENCE
9-12 SPEECH AND THEATRE
9-12 TECHNOLOGY AND ENGINEERING
9-12 UNIFIED SCIENCE: BIOLOGY
9-12 UNIFIED SCIENCE: CHEMISTRY
9-12 UNIFIED SCIENCE: EARTH SCIENCE
9-12 UNIFIED SCIENCE: PHYSICS
PROGRAM GPA is the cumulative GPA for the specific program.
B-3 EARLY CHILDHOOD EDUCATION
B-3 EARLY CHILDHOOD SPECIAL EDUCATION
1-6 ELEMENTARY EDUCATION
5-9 PRINCIPAL (CANNOT STAND ALONE)
7-12 PRINCIPAL
7-12 SCHOOL COUNSELOR
K-12 ADVANCED SCHOOL COUNSELOR
K-12 MILD/MODERATE CROSS-CATEGORICAL SPECIAL EDUCATION
K-12 SCHOOL COUNSELOR
K-12 SPECIAL EDUCATION ADMINISTRATION
K-12 SUPERINTENDENT
K-8 PRINCIPAL
K-8 SCHOOL COUNSELOR
N/A : Please provide demographic information only for completers of the following programs:
ASSOCIATE OF ARTS IN TEACHING (AAT)
1-6 ELEMENTARY EDUCATION (Prior to 2017)
9-12 DRIVER EDUCATION
9-12 RESERVED OFFICERS' TRAINING CORPS (ROTC)
B-12 BLIND/PARTIALLY SIGHTED
B-12 DEAF AND HEARING IMPAIRED
B-12 SEVERE DEVELOPMENT DISABLED
B-12 SPEECH/LANGUAGE PATHOLOGIST
B-3 EARLY CHILDHOOD SPECIAL EDUCATION (Prior to 2017)
B-3 EARLY CHILDHOOD EDUCATION (Prior to 2017)
B-3 FAMILY RESOURCE SPECIALIST
K-12 BLIND/PARTIALLY SIGHTED
K-12 DEAF AND HEARING IMPAIRED
K-12 ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
K-12 GIFTED EDUCATION
K-12 MILD/MODERATE CROSS CATEGORICAL (Prior to 2017)
K-12 SCHOOL PSYCHOLOGICAL EXAMINER

K-12 SCHOOL PSYCHOLOGIST
K-12 SPECIAL READING
K-9 ART
K-9 FRENCH
K-9 GERMAN
K-9 HEALTH
K-9 JAPANESE
K-9 LATIN
K-9 PHYSICAL EDUCATION
K-9 RUSSIAN
K-9 SPANISH
K-9 HEBREW
K-9 ITALIAN
P POSTSECONDARY CAREER EDUCATION SCHOOL COUNSELOR
S-P CAREER EDUCATION ADULT SUPERVISOR
S-P CAREER EDUCATION EVALUATOR
S-P CAREER EDUCATION PLACEMENT COORDINATOR

Appendix D: Cluster Programs and Certification Programs

1. Administration

CAREER EDUCATION DIRECTOR S-P
PRINCIPAL 5-9
PRINCIPAL 7-12
PRINCIPAL K-8
SPECIAL EDUCATION ADMINISTRATOR K-12
SUPERINTENDENT K-12

2. Early Childhood Education

EARLY CHILDHOOD EDUCATION B-3

3. Elementary Education

ELEMENTARY EDUCATION 1-6

4. Grades K-12

ART K-12
ART K-9
DANCE K-12
FAMILY AND CONSUMER SCIENCES B-12
FRENCH K-12
FRENCH K-9
GERMAN K-12
HEALTH 9-12
HEALTH K-12
HEALTH K-9
LATIN K-12
LIBRARY MEDIA SPECIALIST K-12
MUSIC - INSTRUMENTAL K-12
MUSIC - VOCAL K-12
PHYSICAL EDUCATION 9-12
PHYSICAL EDUCATION K-12
PHYSICAL EDUCATION K-9
SPANISH K-12
SPANISH K-9

5. Middle School Education

AGRICULTURAL EDUCATION 5-9
BUSINESS EDUCATION 5-9
GENERAL SCIENCE 5-9
LANGUAGE ARTS 5-9
MATHEMATICS 5-9
SOCIAL SCIENCE 5-9
SPEECH AND THEATRE 5-9
TECHNOLOGY AND ENGINEERING 5-9

6. Secondary Education

AGRICULTURAL EDUCATION 9-12
BIOLOGY 9-12
BUSINESS EDUC 9-12
CHEMISTRY 9-12
DRIVER EDUCATION 9-12
EARTH SCIENCE 9-12
ENGLISH 9-12
GENERAL SCIENCE 9-12
JOURNALISM 9-12
MARKETING 9-12
MATHEMATICS 9-12
PHYSICS 9-12
SOCIAL SCIENCE 9-12
SPEECH AND THEATRE 9-12
TECHNOLOGY AND ENGINEERING 9-12
UNIFIED SCIENCE: BIOLOGY 9-12
UNIFIED SCIENCE: CHEMISTRY 9-12
UNIFIED SCIENCE: EARTH SCIENCE 9-12
UNIFIED SCIENCE: PHYSICS 9-12

7. Special Education

BLIND/PARTIALLY SIGHTED B-12
DEAF AND HEARING IMPAIRED B-12
EARLY CHILD SPECIAL EDUCATION B-3
MILD/MOD CROSS CATEGORICAL K-12
SEVERE DEVELOPMENT DISABLED B-12

8. Specialists

ENG FOR SPEAK OTH LANGUAGES K-12
GIFTED EDUCATION K-12
MATH SPECIALIST 1-6
SPECIAL READING K-12

9. Student Services

SCHOOL COUNSELOR 7-12
SCHOOL COUNSELOR K-8
SCHOOL PSYCH EXAMINER K-12
SCHOOL PSYCHOLOGIST K-12

Appendix E: Support & Intervention Plan and Timelines

Educator Preparation's Missouri Transforming Educator Preparation (MoTEP) team has developed a Support and Intervention Plan for Educator Preparation Programs. The following table demonstrates how the plan will transition from version APR 1.5 to APR 2.0.

Year	APR 1.5	APR 2.0
Feb. 2017	Public reporting only	Development
Feb. 2018	Public reporting; acknowledgement letter below 70%	Internal release (May 2018)
Feb. 2019	N/A	Public reporting; Initiate Accreditation Sequence
Feb. 2020	N/A	Public reporting; Continue Accreditation Status Sequence

There are three possible accreditation designations that programs achieve based on the total points they earn through the APR:

1. Accredited
2. Provisionally Accredited
3. Unaccredited

Accreditation Decisions for Programs with Accredited Status

- 70 percent of points or higher, if currently holding Accredited status: **Accredited**
- 60-69.9 percent of points, first year: **Accredited**. This program will receive official notice of its status and possibility of becoming Provisionally Accredited.
- 60-69.9 percent of points, 2nd consecutive year: **Provisionally Accredited**

Accreditation Decisions for Programs with Provisionally Accredited Status

- **Accredited**. A provisionally accredited program earning 70 percent or more of the points available in two consecutive years will return to full Accredited status.
- **Provisionally Accredited**. While in Provisional Accreditation status, a program earning fewer than 70 percent of the points possible in a year immediately after a year in which the program earned 70 percent or more will be designated as Provisionally Accredited. A program earning 70 percent or more of the points possible in a year immediately following a year in which the program earned fewer than 70 percent will also be designated as Provisionally Accredited.
- **Unaccredited**. A provisionally accredited program that earns fewer than 70 percent of the points possible in two consecutive years will be reviewed by the Board. If the Board finds that the program is making sufficient progress, it may designate the program as Provisionally Accredited for a one-year period. If the Board determines that the program is not making sufficient progress toward achieving full Accredited status, it may declare the program Unaccredited. An unaccredited program may not recommend preparation program candidates for certification.

Required Program Actions and Options for Support

Situation	Required Actions	Support Options ¹
First Year Earning 70% of Points or Fewer	<ul style="list-style-type: none"> Develop a general response with a strategy Response maintained on file with Office of Educator Quality (OEQ) 	<ul style="list-style-type: none"> OEQ review and feedback Board feedback DESE resources available Intra-institution support Peer program support available National consultation
Second Consecutive Year Earning 70% of Points or Fewer	<ul style="list-style-type: none"> Create an improvement team Develop an improvement plan Present to the Board for approval 1st status letter to students 	
Provisional Accreditation Status Earning 70% or More of Points Possible	<ul style="list-style-type: none"> Program improvement team reports progress to Board 	
Provisional Accreditation Status Earning Fewer than 70% of Points Possible	<ul style="list-style-type: none"> Program improvement team reports progress to Board 2nd and final status letter to students 	

¹ **Department resources** – research and resources on curriculum, evaluation, professional learning, etc.; **Intra-institution support** – assistance offered by programs within the same institution; **Peer program support** – feedback, support, resources, etc. provided by like programs (i.e. elementary education, middle school math, etc.) from other institutions; **National consultation** – use of available research laboratory materials and trainings. A sequence of determinations and supports is initiated when an educator preparation program receives an accreditation designation.